

## **THE EFFECT OF IMPLEMENTING THE STORY MAP TECHNIQUE ON STUDENTS IN WRITING ABILITY NARRATIVE TEXT**

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### **ABSTRACT**

*This research aimed to find out whether there was any significant effect of using Story Map technique on students' English writing ability. The design was quasi experiment. The sample consisted of 58 students from the state institute of Islamic studies of Bengkulu, Indonesia. Descriptive and inferential statistics were used in data analysis. The instrument was essays test. The research conclusions were as follows; Firstly, Story map technique was better than cooperative learning STAD. Secondly, Story map technique improved the students' writing ability in the aspect of content. Thirdly, Story map technique improved the students' writing ability in the aspect of identifying organization, Fourthly, Story map technique did not improved the students' writing ability in the aspect of vocabulary. Fifthly, Story map technique improved the students' writing ability in the aspect of identifying language use. And the last Story map technique improved the students' writing ability in the aspect of mechanics. For further researchers, it is suggested to carry out a similar research on conducting the study in a longer time because it will give a bigger significant effect to the students' writing ability.*

**Key Words:** *Writing ability, Story map technique*

### **INTRODUCTION**

Writing subject is one of the most important output skills that is taught in the English study Program of English Education of IAIN Bengkulu. Every student should master this skill because writing is one of important subjects in English important beside speaking, reading, and listening.

Writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. In short, writing is a hard subject and doing writing is not always that easy. It needs much knowledge and does practicing a lot. Subandi (2014:1) said that based on School – Based Curriculum (KTSP), there are four skills in teaching and learning English that must be mastered by students such as writing, reading , listening, and speaking. Teaching writing in English

study program of IAIN Bengkulu consists of Four levels namely writing I, writing II, writing III, and writing IV. Where they learned from semester II until semester V.

As the preliminary study by interview with some of English students was found that most of students still face some problems with their writing subject. Some of students felt bored when the teacher asked them to do writing test. They did not have a good capability to write in English although they have learned how to write it.

After interviewed also found many difficulties of writing such as they have idea in their own mind, but they did not know how to express them on a piece of paper, less knowledge, limited vocabulary, and difficult to make good organization of writing. The assumption is also substantiated 'the writing skill is complex and difficult to teach, requiring, mastering not only of grammatical and rhetorical device but also of conceptual and judgmental elements.'

From that statement, it is known that to teach writing skill we need a technique which can make teaching writing process easier and will not make students felt difficult and boring when we asked them to do writing task . For those reasons increasing student's writing ability becomes important. students writing ability may be increased with many kinds of technique, one of them is by applying "Story Map Model" technique. According to Jeff Patton's (2015) A user story map arranges user stories into a useful model to help understand the functionality of the system, identify holes and omissions in your backlog, and effectively plan holistic releases that deliver value to users and business with each release.

Based on the background of the problems that can be identified as the problems that will be faced by the students in writing Narrative text could be identified as follow : no ideas to write about, difficulty in organizing ideas, limited vocabulary , no motivation to write, and difficult to make good organization of writing . One of the causes was the strategy still not effective. In this researcher was focused on the writing ability of the students with the aspect criteria in writing ability through story map technique research will take a place in State Institute of Islamic Studies of Bengkulu.

The question of this research was:

1. Can the use of story map technique improve students writing ability significantly better than cooperative learning STAD at the fourth semester students of English study program of IAIN Bengkulu in academic year 2019/2020?
2. Does the use of story map technique affect students' writing on the aspect criteria on identifying content?
3. Does the use of story map technique affect students' writing on the

aspect criteria on identifying organization?

4. Does the use of story map technique affect students' writing on the aspect criteria on identifying vocabulary ?
5. Does the use of story map technique affect students' writing on the aspect criteria on identifying language use ?
6. Does the use of story map technique affect students' writing on the aspect criteria on identifying mechanics?

## THEORETICAL STUDIES

### Writing technique

#### a. Story map technique

Story map is a way or technique which consists of templates that provide students a concrete frame work for identifying the element of story (Gardil, MC hatleen:1999). Li (2007) in Salem (2010) describe story map is graphic organizer used to identify the main elements of the story and categories'the main events inse-quential order.

According to Jeff Patton's (2015) , A user story map arranges user stories into a useful model to help understand the functionality of the system,identify holes and omissions in your backlog, and effectively plan holistic releases that deliver value to users and business with each release.The story mapping technique is one of the story grammars. The story grammar, in a broad sense, indicates the article structure of narrationincludes setting topic, plot, and resolution .

The story map ping technique employs thevisual display of story map structure narration, and it can help the students easy to write the narration text.Besides that, through story mapping techniques students have a chance to extent and engage the features of the stories that they explore and then write it In this way, students can explore the benefits of story mapping especially in writing the narrative text .

Based on the definition above, story mapping is also known as story grammar that will be effective for the readers to recognize the story in their long-term memories (Mathes :1997). It may be practical way for them toorganize the story content into a coherent whole. According to Ibnian "Astory map could be viewed as a visual depiction of the settings or thesequence of major events and actions of story characters with the aim of enabling students to relate story events and to perceive structure in literary selection."

Through story map model technique the researcher can assess the quality of the students writing on five aspects. The quality of writing itself are content, organization, language use, vocabulary, and mechanics (Heaton, JB,1997: 146). In this research, the researcher can use the story map to reproducing the stories. But to effectively the use of this model. there searcher should explain the story

elements first. First, introduce the story map by explaining the importance of story elements from most stories.

All of the stories have a starting point, including that the story time it is happening tense, from which they keywords of the story content are analyzed. Without exception, the story is possibly set up in a problem or conflict, which is an action, from trying to achieving the goal or solving the conflict, when critical words are transferred into applicable elements, the words are repeatedly used to correspond to the outcome whether or not or achieving the goal or solving the conflict.

### **The Elements of Story**

Isoke and Gaby in Calkins (2001) explained that the elements of story are follows:

**Characters:** The characters are the people are animals who would be up on stage if the story were turned into a play. We hope the characters are believable and that some of them change as the story progresses.

**Setting:** The setting is the time and place of the story. In talking about a story's setting, readers need to consider the overall context. The setting is the country, state, or own, not only the scene of the action. When a character walks from one part of the house to the other, the scene changes but the setting doesn't change.

**Plot:** The plot is the sequence of events in the story. Writers deliberately order and highlight event to create the plot, which may not represent the actual chronological sequence of events. For example: the writer might use flashbacks to produce suspense, tension, conflict, and resolution.

**Movement through time:** Time always passes in a story. Writers use various techniques (the changing color of leaves, a child's eyes growing heavy, the sounds of an on \coming and the departing train whistle, time markers, sequence words) to suggest the passage of time, which is always evident in the plot and often in the setting and the characters.

**Change:** In a story, there must be change. The characters, the setting, or the actions change. Often change is a result of a conflict and resolution, but not always.

Moreover, Tann (1991) in Salem (2010) pointed out that each story consists of three parts: (1) Beginning, (2) Middle, and (3) Ending. Indicated that beginning includes the setting and the characters, whereas the middle includes the problem and events, and the ending includes the resolution and the conclusion.

Thus, based on the elements of story above, the researcher should teach how to complete a story map, and to effectively use the technique, teacher should model how to identify story grammar elements. First, introduce the story map by explaining the importance of story grammar. Most stories have certain elements in

common. Remind students that most stories have a beginning, which includes the time of the story, where it takes place, and introduces the main character(s). An event then sets a problem or conflict in motion, which is followed by attempts to reach the goal or resolved the conflict. Finally, the goal or conflict is resolved in some way and the main character(s) react to outcome.

In the story map model also, the teacher ask the students to use the story map to reproduce the narrative text in their own word where they will complete the story map before based on the topic about narrative personal experience.

### **The Procedures of Story Map Technique**

These are some instructions that have to be followed in writing narrative text by using story map technique. The general procedures are used to prepare a basic story mapping includes the following steps (Anna Uhl Chamot et al: 1999 :21).

- a. Elicit students' current procedures and strategies for planning before writing. Write a list of ideas on the board.
- b. Explain the four stages of writing; planning, composing, revising, and editing. Tell the students that they are going to focus on planning and that you are going to share another technique with them to help them plan their writing.
- c. Introduce the story mapping as a graphic organizer for planning to write.
- d. Demonstrate the technique by partially completing a story mapping in the picture for your own story. Have students complete a story mapping. Students may work in groups to share ideas and help each other. When students are finished, have pairs exchange their story maps and check that they are complete.
- e. Have students begin write their stories. Remain them to use story mapping to guide them as they write.
- f. Review their stories.

Those are simple procedures in writing using story mapping which could be applied in classroom. It is used as a framework of outlines for story writing.

#### **a. The benefits of mind mapping**

According to Noer (2013), there are some benefits of the mind mapping.

1. Mind mapping can enhances creativity and activities of individuals or group.
2. Mind mapping easier for the brain to understand and absorb information quickly.
3. Mind mapping can improve memory
4. Mind mapping can accommodate different points of view to information.

#### **b. Understanding Cooperative Learning STAD**

The STAD technique was developed by Robert Slavin and colleagues from John Hopkin University. This method is seen as the simplest and most direct from the cooperative learning approach. The STAD method is a constructivist learning theory that is based on cognitive learning theory. According to Nurhadi

(2004: 46): "The essence of constructivism is that students must make the information their own. In cooperative learning, achievement is given to the group. So that the group gets good grades, collaboration is needed between group members or the team in understanding the material that has been taught and able to solve any existing problems.

### **Components of Cooperative Learning STAD**

According to Slavin (1997: 11) in general STAD consists of 5 main components of teaching activities that must be carried out in sequence, namely:

a. Class presentations

This activity is carried out by the teacher, can be in the form of delivery of material or information instructions using audio- video. Class presentations in STAD are with teaching in general because in STAD there is emphasis in a material.

b. Study groups

Each group consists of 4-6 people who are heterogeneous both sex, academic achievement, and ethnicity or race. Each member is responsible for the group back and forth.

c. Individual tests / quizzes

The individual test takes place approximately after 1-2 periods of material delivery by the teacher or after several periods of group work. In conducting individual tests each student is required to master the material. Because the results of individual tests will determine its existence in the group and the existence of the group among other groups.

d. Development score

The fourth component in cooperative learning is developmental scores. Scores obtained by individuals subsequently recorded by the teacher to be compared with student learning outcomes on the subject or previous material.

e. Group awards

In the calculation of developmental scores obtained by individuals after compared with student learning outcomes on the subject or previous material, the situation may be students experiencing an increase in score or even decrease.

### **The procedures of Cooperative learning STAD.**

According to Mohamad Nur (2005: 28-33), the STAD learning model, in its implementation consists of a fixed cycle of teaching activities as follows:

a. Teach

Every lesson at STAD always starts with a class presentation. Class presentations include an introduction, a core that can contain a component presentation of material and guided exercises of the whole lesson.

Study groups

During group activities, each student is tasked with studying material that



has been presented by the teacher and helping a group of friends to master the lesson.

b. Quiz

When working on assignments students are not allowed to work together. Students must demonstrate that they have studied individually. Students are also not allowed to exchange answer sheets with other group members.

c. Group awards

After the quiz, the teacher announces individual development scores and group scores and gives awards to groups that score high. From the description above it can be seen that the STAD learning model has advantages including:

1. students and teachers get easy to understand the subject matter;
2. students cooperatively can complete the main points;
3. students can improve their learning outcomes by having all the elements in the class work;
4. students can improve their ability in discussion and completing assignments.

**Methods**

The design of this research was quasi-story map with a form of the design non-equivalent STAD group design. According to Ary ( 2010: 316 ) Design the Non-equivalent STAD group design is one of the most widely used in quasi-story map designs in educational research. This design is similar to the pre-test - post-test STAD group design, but in this design the story map and STAD group as randomly. This design involved two groups, they were the STAD group and the story map group. The story map group received a new treatment, while the STAD group used the usual method.

The research has conducted the treatment to the story map group, the pre-test was given to both of the group. The test was given has an objection to know the average of the scores between two groups. After giving the treatments three-time to the groups where using Story Map to the story map group and learning model to the STAD group the researcher measures the student's average score in writing after they have given the treatment in the story map group. If the score was better, it means that the treatment was useful groups in order to know the students' reading comprehension scores.

The design of story map as follow:

**Table 1 The Design of Story map**

Group	Pre test	Treatment	Post test
Story map	01	$X_A$	02
STAD	03	$X_B$	04

Where:

01 = Pre test of  
 story map group 02  
 = Post test of  
 story map group 03  
 = Pre test of  
 STAD group  
 04 = Post test of STAD group  
 $X_A$  = Treatment in  
 story map class 0<sub>B</sub>  
 = Treatment in  
 STAD class

## Discussion And Result

This research was conducted to get the information about the effect of story map model technique on the fourth semester students' ability in writing the narrative text. To get the information, the research used writing test, where the test was done two times there were pre test and post test. the researcher found that there was an effect or not in teaching narrative by using story map model technique on the students' writing ability. In this part, the result showed that the students' writing ability at fourth semester of English study program of IAIN Bengkulu increased. It was proved that the comparison between the result of pre test and post test were significant.

The highest score in the story map group Story Map Technique was 56.00 and the lowest score was 49.00. The mean score was 51.862. While the highest score in the STAD group Cooperative Learning STAD type was 57.00 and the lowest score was 46.828. The mean score of the pre-test in the STAD group was 51.6548. It can be seen the scores of students in the post test . The highest score in the story map technique was 85.00 and the lowest score was 69.00. the mean score was 74.758. While the highest score in the STAD was 79.00 and the lowest score was 62.00. The mean of score was 68.8276. Further pre test results from both groups to know that both groups have the same ability, before the treatment or treatment according to plan, then the first homogeneous test.

The result of homogeneity test by Levene Statistic test method was obtained by nial sig 0,735 > 0,05 meaning H1 rejected Ho accepted. Thus both of



the experimental data of the experimental class and the control class are distributed from the homogeneous variance of the same population. And so both groups can be used as research subjects.

The result of hypothesis :

1. The result showed  $t = 5.149$ ,  $df = 56$ , and  $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$ ,  
indicating that  $H_0$  was rejected. It means that There is significant different between the use of story map technique improve students writing ability better than cooperative learning after treatment.
2. The result of post-test aspect 1 showed  $t = 2.032$ ,  $df = 56$ , and  $\text{sig.}(2\text{-tailed}) = 0.047 < 0.05$ , indicating that  $H_0$  was rejected. It means that there was a significant difference between story map and STAD class after the researcher did the treatment the use of story map technique affect students' writing on the aspect criteria on identifying content after treatment
3. The result of post-test aspect 2 showed  $t = 3.694$ ,  $df = 56$ , and  $\text{sig.}(2\text{-tailed}) = 0.001 < 0.05$ , indicating that  $H_0$  was rejected. It means that there was a significant difference between story map and STAD class after the researcher did the treatment the use of story map technique affect students' writing on the aspect criteria on identifying organization after treatment
4. The result of post-test aspect 3 showed  $t = -.0959$ ,  $df = 56$ , and  $\text{sig.}(2\text{-tailed}) = 0.342 > 0.05$ , indicating that  $H_0$  was accepted. It means that there was no a significant difference between story map and STAD class after the researcher did the treatment the use of story map technique improve students writing ability on the aspect criteria on identifying vocabulary.
5. The result of post-test aspect 4 showed  $t = 7.002$ ,  $df = 56$ , and  $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$ , indicated that  $H_0$  was rejected. It means that there was a significant difference between story map and STAD class after the researcher did the treatment the use of story map technique improve students writing ability on the aspect of language use.
6. The result of post-test aspect 5 showed  $t = 2.301$ ,  $df = 56$ , and  $\text{sig.}(2\text{-tailed}) = 0.025 < 0.05$ , indicated that  $H_0$  was rejected. It means that there was a significant difference between story map and STAD class after the researcher did the treatment the use of story map technique improve students writing ability on identifying mechanics .

Result of normality test by Kolmogorov-Smirnov obtained nial sig equal

to  $0,154 > 0,05$  meaning  $H_1$  rejected  $H_0$  accepted. Thus the data of post test result of Control class contribute normal.

From the results of hypothesis testing supported by some previous research results and reinforced by several theories, especially those directly related- to the influence of the story map model on the skill of writing (narrative text) shows that in this research turns out the writing skills (narrative text) of the students of the TBI program semester IV that is taught with story model is higher than the result obtained through the usual learning done so far.

Experimental class students have excellence in mastering the story content, organizing skills in composing stories faster enriching words and language more skillfully - in writing a story, especially narrative text through learning Story map model. While control group students who are taught through lessons without a story map model are less able to reflect the written story.

Whether related to mastery of story content, Organizing and in the mastery of words and languages, so they experience a little difficulty in writing a story, as well as in explaining it related with stories written.

It was clear that the students who were taught by using story map model technique had higher result than the students who were taught without using- story map model technique. Besides that Heaton JB (1997:137) also stated that "the writing skills are complex and difficult to teach, requiring, mastering not only of grammatical and rhetorical device but also of conceptual and judgmental elements".

Thus, from this statements and the result of this research we can use this technique (story map model) to make teaching writing skill easier and not too complex. It also provides the students could write continually and freely by this technique.

They will not confuse and stacked with the idea to be written because - the ideas have arranged well through story map. And also through story map model technique the students could develop their vocabulary, knowledge, and their ability to make good organization in writing. At the end of this research, the researcher concluded that the ( $H_a$ ) was accepted Based on hypothesis testing-through 't' test with sig value  $0,00 < 0,05$  there is a significant effect of story Map Model technique on the students' skills in writing Narrative text at the fourth semester of IAIN Bengkulu and the ( $H_0$ ) was rejected. In addition that story map model technique had - positive effect in increasing the students' writing ability especially in writing the narrative text.

## **Conclusion**

Based on the result and discussion of the research that had been explained in the previous chapter, the researcher concluded that the effect of implementing Story Map Model technique on the students skills in writing (narrative text) on the fourth semester students of English study program on IAIN Bengkulu.

Based on hypothesis test results through t-test assisted by SPSS 23 shows the value  $0.000 > 0,05$  thus  $H_0$ : There is no significant effect of the story map on students writing ability is rejected and  $H_1$ ; There is a significant effect of the story map on students, the writing ability accepted means that there is a significant effect in the writing skills taught by the story map model with the conventional learning outcomes.

Based on the result can answer the research question are the story map technique better than STAD type, and in the criteria on writing are content, organization, language use and mechanic have affect in writing narrative text, its meant that significant , but in vocabulary criteria in writing is, no significant because from pre test to post test, didn't have improve the value, because the character score the same.

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